

Beatrice.

Physical program already discussed similar to that given in schools.

Beatrice's program differ however ^{because} she is not at school. ^{necessary} difficult & program to set. No regular activity for this age. Program must be made very interesting & attractive because they need activity.

Two types:-

1. Girl who has had no or very little ph. activity reasons: No chance, leave school early, no interest or force to take part in phy. activity. Probably need more attention than any other girls or groups. Poorly co-ordinated or very little skill & natural ability. Attitude of interest different. Find self-conscious type because new to her, realizes her inefficiency in activity.

2. Other type - Over enthusiastic. Apt to be discouraged because she doesn't realize she has to go slowly. Both kind - need encouragement, interest from leader. If not they may leave.

2nd group more skillful as they have had some knowledge. Need some help & attention in games to progress further. Program for this group easier to arrange. Must be attractive & she must feel worthwhile after she has finished & the feeling she has gained something.

Type who has had a lot of 300

training. It should come of her own free will. Basic still to plan for in a way but harder, because her activities are further advanced. Reasons why they seek some kind of activities:

1. Health.
2. Waist line & Hip line.
3. Pleasure rec'd.
4. To learn some particular skill as teams.
5. Because friends in " group.
6. Make friends.
7. 1st time she has chance to take part in acting.

Leader remember program: attractive

2. appealing.

Program - 1. Danced.

2. Participation rather than onlooking.

3. Not too strenuous.

4. Leader manner: pleasant, new

ideas; talk to girls, find them int.

friendly. Join in at times. Encourage in efforts. Tell where they can improve, etc.

Special attention to more backward type, "

Personality - attractive in appearance. Clean,

neat - Enthusiastic. Dressing room

attractive & clean. Gym. floor, clean, lighting,

windows. Place for apparatus. Gym. clothes.

Two Types:

1. Industrial

2. Business.

1. younger, left school early, Lack of training

2. Business more educated, older.

Rec. Leader consider.

1. Home background.

2. Culture, habits, manner.

301 3 Working Conditions - Age.

Leadership in Recreation.

I Why Have Leadership for Rec' Activities.

Emphases to play natural but forms of play must be taught. Ability to move out must be "skills". Play opportunities restricted - not same open spaces. Parents time filled up so they receive no instruction from them. Family smaller - no group play. ∴ need leadership when in group. Play in groups apt to be destructive instead of instructive. On playgrounds have not enough self-discipline, judgment or social experience to cope with problems arising in group activities.

II What Leadership Does.

1. Assumes maintenance of order and discipline all the time.
2. Leader's influence positive and lasting.
3. Conduct activities so there is no need for dispute.
4. Proper conduct taught and provide desirable social experiences.
 - (A) Free to associate with different groups or individuals.
 - (B) Learning to give & take with others.
 - (C) Free from compulsion.
 - (D) Learn to use own judgment.
 - (E) Child acquires self-reliance and responsibility.

II) Leaders Interest in Preparing Program.

1. Enjoyment of activity.
2. Home play activity child is essentially interested in for normal development.
3. Full program with variety of activities.
4. Teach certain amt. of skill so they can lead to further development.

III) Natural Outcome.

1. Self-discipline - proper conduct - habits.
2. Health.
3. Carry-over value.

IV) Leadership for Youths and Adults (16-up)

1. Provides recreational opportunities.
2. " opportunities for conducting & leading our events.
3. Young people can meet and work with other people.
4. Instruction in skills (if necessary)
5. Tournaments, leagues, outings, etc.

V) Leader

1. Well rounded personality, up-right character.
2. Power to influence character & personality in both children & adults.
3. Technical ability & proper attitudes, interests & ability.
4. Personal requirements.

Personal Requirements.

1. Social Attitude
 - (A) Interest in individuals & desire to help them.
 - (B) Understanding of "
 - (C) Sense of humour.
2. Creative Attitude.
 - (A) Interest in growth & development of individuals.
 - (B) Desire to stimulate creative impulse in others.
3. Scientific Attitude.
 - (A) Knowledge of scientific methods.
 - (B) Tolerant of other view-points.
 - (C) " " diverse personalities.
4. Capacity & zest for learning.
 - (A) An understanding mind.
 - (B) Ability to think clearly.
 - (C) Curiosity with reference to discovering & solving social problems.
5. Ability to lead democratically.
 - (A) Belief & enthusiasm for democracy & reformation.
 - (B) Understanding of co-operative democratic procedure as distinctive from arbitrary control.
 - (C) Skill & techniques of group discussion & in group determination of policies.
 - (D) Non-dominating type of personality & character.
 - (E) Organizing ability.
 - (F) Productive energy.
6. Technical Skill.
 - (A) In own particular field in which she is going to lead.
 - (B) In dealing with people that are coming to her.

Why Woman Should Be in Charge of Girl's Activities.

1. Understands girl's physical & mental abilities.
2. " " their interests.

3. Can make closer contacts with girls & mothers.
4. More time to go to club meetings for contacts.
5. Wouldn't mind ^{using} taking her time.

Volunteer Service :-

1. Administrative, promotional, advisory leaders.
 - (A) Boards.
 - (B) Councils.
 - (C) Committees.
2. Activity or group leadership.
 - (A) Clubs.
 - (B) Hiking, etc.
 - (C) Instructing.
 - (D) Organizing.
3. Helping with Programs & Projects.
 - (A) Officiating.
 - (B) Judging.
 - (C) Dramatic properties.
4. Miscellaneous.
 - (A) Making counts.
 - (B) Help with equipment.
 - (C) Registration.

Values of Volunteer Leadership.

1. Satisfaction to volunteer himself.
2. Lower expenses & more things completed than otherwise possible.
3. Able to ^{leader} carry on further program otherwise left undone.
4. Brings out democracy in activities.
5. More people can participate.
6. Fresh view point & enthusiasm.
7. Better knowledge of background of group.
8. High standards more easily accepted in group.

305 in group.

9. Helps to educate public & changes.
10. " " clear up misunderstandings.

Difficulties involved in volunteer leadership.

1. People without organizing ability.
2. " won't accept regular standards.
3. Other interests which interfere with program.
4. Volunteer leadership may be secondary interest.
5. " " feeling they should be employed.
6. Of keeping records & completing work.

Getting Volunteer Leaders.

1. Many during depression, etc.
 2. Characters & high standards of conduct.
 3. Dependability.
 4. Adaptability. (Understand dept.'s standards)
 5. Conscientious workman-like approach.
 6. Willingness to accept dept's policies & methods.
 7. Readiness to take & benefit by training, supervision, suggestions & criticism.
 8. Willingness to carry projects to completion.
 9. Emotional stability.
 10. Knowledge of activities (concerned with)
 11. Skill in organizing & activities.
 12. Teaching ability.
- Desire to serve is not enough.

Imp Things V. leaders should know.

(Depends on importance & nature of task)

1. Familiar with aims & ideas of dept.
2. " objectives brought in activities
3. " general procedure to be followed.
4. ^{specific} duties outlined for them.
5. Know responsibility to particular group working with & to paid workers.

Types of Leadership.

1. Supt. is chief officer in charge of dept.
In charge of personal.
2. General supervisor usually in charge of center of different kinds. Supervisor of
3. special Activities promoting, organizing, conducting, etc. activities in some special field. Assist workers at individual playgrounds. Selects material for them, helps projects & gives staff instruction, demonstrates methods of conducting activities, plan & conducts city-wide events. Cooperates with other special supervisors in working out balanced program.
4. Playground Director in charge of one particular sec. center. With help of other supervisors is responsible for making sec. center serve to that community. Responsible for developing appropriate type of program. " " helping leaders
& reports (which go to Supt.) " " records
work among leaders. " " dividing
building, equipment, etc. properly maintained.

5. Play Leader

1. In charge of activities.
2. Responsibility for organizing those act.
3. Assists director in preparing for special events.
4. Look after equipment.
5. Responsible for safety & volunteer leader.
6. Never in full charge of playground.
6. Specialist
Organize classes in some special activity.

Playgrounds.

Function of playground.

1. Help children this organized play to get get utmost harmony & enjoyment out of play relationships with other children.

Values

1. Facilities to play in crowded cities.
2. Proper attitudes towards play.
3. Safety benefits.
4. Activities & skills learned.
5. Future leisure time activities.
6. Encourages leadership activity. (Specialized)
7. Social benefits.
8. Health.

Pre-School Child (Program demands)

1. Space close to their homes.
2. Leadership for big-muscle activity.

School Child:

1. Space - suitable for group play.
2. Activities suited to child's needs at that age.

Post-School Group.

1. Recreational opportunities - interests of community or groups coming.
2. Space - fields, tennis courts.

Administration of Play grounds.

1. Basis for determining what activities should be in playground.
 - A. Objectives - Immediate, mediate, remote.

Activities:

1. Big - muscle.
2. Manual
3. Environmental - nature.
4. Story - telling, etc.
5. Musical.

What should be in programme

Things they do not have in school.

Important from ^{stand point of} child's development.

Types of Activity:

1. Planning & thinking - ^{planning}
2. Individual - ^{individual}
3. Group - ^{group}
4. Team - ^{team}
5. Solo - ^{solo}
6. Sports - ^{sports}
7. Social Activities - ^{social}
8. Art & Craft - ^{art & craft}
9. Music - ^{music}
10. Dancing - ^{dancing}
11. Games - ^{games}
12. Story & Puppets - ^{story & puppets}
13. Language Activities - ^{language}
14. Collecting - ^{collecting}
15. Science - ^{science}

Programme should be according to:

1. Age
2. Interest
3. Ability
4. Social Background
5. Space